

Huby Church of England Voluntary Controlled Primary School

Tollerton Road, Huby, York, North Yorkshire, YO61 1HX

Inspection dates 9–10 June 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Leadership and management are outstanding. The headteacher and governors share the very highest aspirations and lead a team of extremely dedicated staff. As a result, pupils' achievement and the quality of teaching have both improved and are now good.
- Pupils' behaviour has also improved and is outstanding. Pupils thrive in an atmosphere where everyone is valued and nurtured. Pupils' behaviour in lessons and around the school is exemplary. Pupils are delightful ambassadors for their school.
- Pupils feel safe and have a well-developed knowledge of how to stay safe, for example when using the internet.
- The curriculum is excellent. Pupils particularly enjoy the extensive opportunities they have in sport and physical education. For example, all pupils swim in the school's own outdoor pool on a daily basis during the summer half term. As a result, all pupils can swim by the time they are seven.
- A strong Christian atmosphere pervades the school and this has an extremely positive impact on the spiritual, moral, social and cultural development of pupils. In addition, pupils study other religions and cultures so that their horizons are broadened beyond their immediate community.
- The quality of teaching has improved and is now consistently good. Teachers have high expectations and organise interesting learning activities. Teachers expect pupils to work hard and do their best.
- Pupils make outstanding progress in reading and good progress in writing and mathematics. Standards in reading, writing and mathematics have been rising for three years and are now all above average.
- Children make good progress from their starting points in all areas of learning in early years except for personal and social development where their progress is outstanding. Children love learning in a vibrant and creative atmosphere with exciting activities that spark their interest and enjoyment.

It is not yet an outstanding school because

- The quality of teaching is good rather than outstanding. There are some missed opportunities to intervene during lessons where pupils are struggling, particularly in mathematics.
- The most-able pupils are not always moved on quickly enough when it is clear they already understand.

Information about this inspection

- The inspector observed lessons and checked the quality of pupils' work. Most of these activities were carried out jointly with the headteacher.
- The inspector talked to pupils at break and dinner times, and listened to others in Years 1, 2 and 6 read.
- Twenty-five parents responded to the online questionnaire (Parent View) and these views were taken into account.
- The inspector met with senior and middle leaders, members of the governing body and a representative of the local authority.
- The school's improvement plan and records of pupils' achievement, as well as records of the quality of teaching, pupils' behaviour and safeguarding were examined.
- Ten staff submitted their views via a questionnaire and these were taken into account.

Inspection team

Christine Cottam, Lead inspector

Additional Inspector

Full report

Information about this school

- Huby Church of England Primary is smaller than the average-sized primary school. Children are organised into four classes.
- The proportion of disadvantaged pupils, those supported through the pupil premium, is much lower than the national average. The pupil premium is additional funding the school receives for those pupils who are known to be eligible for free school meals, and those children who are looked after by the local authority.
- The vast majority of pupils are of White British heritage and all speak English as their first language.
- The proportion of disabled pupils and those who have special educational needs is lower than that found nationally.
- The early years comprises Reception-aged children who attend school full time and are currently in a mixed-aged class with Year 1 pupils. There are currently six Reception-aged children in the school.
- The school meets the current floor standards, which are the government's minimum expectations for attainment and progress in English and mathematics at the end of Year 6.
- The school has gained a number of awards, most recently a silver school games award and the Basic Skills Quality Mark.

What does the school need to do to improve further?

- Further improve the quality of teaching so that it is outstanding and pupils make even more rapid progress, particularly in mathematics, by:
 - checking pupils' work during lessons and intervening earlier if the work is too difficult
 - making sure the most-able pupils are sufficiently challenged in all parts of the lesson
 - continuing to provide opportunities for teachers to observe outstanding teaching as part of their professional development.

Inspection judgements

The leadership and management are outstanding

- The headteacher leads with flair and determination. She has built a dedicated team who share her vision. Together, they have created a culture where everyone is expected to succeed. As a result, there have been rapid improvements so that standards have risen, behaviour and safety are outstanding, and the quality of teaching is now good.
- Middle leaders are relatively new to their roles. They have had excellent opportunities to work alongside the headteacher to check the work of the school. They share the headteacher's drive and commitment and are already having a good impact on the quality of teaching and the progress of pupils.
- Leaders at all levels, including governors, regularly check the quality of teaching. They do this by observing teaching, checking pupils' work and tracking pupils' progress. All of this information is used to check that teaching is as good as it can be. Teachers are given precise and detailed feedback which is helping them to improve. Leaders have also started to provide opportunities for teachers to observe outstanding teaching although this is not yet widespread.
- Teachers and teaching assistants are only awarded pay rises if the pupils they teach make good progress.
- The curriculum is wide-ranging and stimulating. Pupils enjoy this breadth of experience, particularly the opportunities they have to develop their cultural understanding through art and music. The school makes excellent use of its own outdoor swimming pool so that pupils have daily swimming lessons for at least six weeks every year.
- There are excellent links with the local community. For example, the parish council meets with pupils to develop their understanding of democracy. Local magistrates also visit to conduct a mock trial so that pupils understand the process of law and order. These examples, together with the high standards of tolerance and respect that pervade the school, are helping pupils to develop a very secure understanding of British values.
- The primary school sport funding has been used effectively to increase the range of sports available to pupils. For example, specialist coaches have been brought in for rugby, street dance and a dance-based fitness workout. There is a good range of sports clubs after school and at lunchtimes and 80% of pupils take part in these.
- All of the parents who responded to Parent View and those spoken to during the inspection say they would recommend the school to another parent. Parents find the school approachable and feel listened to because the staff always take action if they express any concerns.
- The school's arrangements for safeguarding pupils are excellent. Leaders keep meticulous records and are extremely vigilant about the safety and well-being of pupils.
- The local authority provides good support to the school, for example by reporting to governors on achievement data and the quality of teaching.
- **The governance of the school:**
 - Governors share the strength and determination of the headteacher and have been instrumental in helping the school to improve.
 - Governors have developed an excellent knowledge of progress data so that they know how well pupils are achieving.
 - Governors have an accurate knowledge of the quality of teaching because they visit the school regularly to check for themselves. They also receive honest and accurate reports from the headteacher. They meet regularly with the local authority officer, who provides an annual review of the quality of teaching.
 - Governors manage all finances, including the pupil premium funding, vigilantly and make sure they are used efficiently. They know exactly how finances are spent and whether they are making a difference to the pupils who need most support. This demonstrates the school's outstanding commitment to promoting equality of opportunity, fostering good relations and tackling discrimination.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. Pupils are delightfully polite, confident and well behaved. They treat one another and adults with respect. As a result, low-level disruption in lessons is an extremely rare event. Poor behaviour is unheard of and there have been no exclusions in recent years.
- Pupils have excellent attitudes to their work. They listen attentively and work hard in lessons. When

working independently, pupils concentrate and take pride in their work.

- Pupils play together exceptionally well. The playground and field are well organised so that there is a lot for pupils to do. They play safely and happily together. If they do 'fall out' then they are quickly able to resolve their differences, with adult help where necessary.
- Pupils have excellent opportunities to take responsibility for themselves and one another. For example, the school 'green' team look after the wildlife area. The school council raises funds for charity as well as for school projects, such as the outdoor stage.
- Christian values are deeply rooted in the character of the school. These values help pupils to develop an outstanding spiritual, moral and social awareness. Assemblies make an excellent contribution to pupils' spiritual awareness and these are frequently led by pupils themselves.
- Pupils enjoy coming to school so that attendance is above average and there are rarely any pupils who are persistently absent. All of the parents who responded to Parent View say their children are safe and happy in school.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- Pupils have an excellent understanding of the risks associated with fire, cycling and water so that they are able to keep themselves safe in a range of situations. They also know how to stay safe on the internet.
- Pupils say they feel safe because adults look after them well. They say that bullying hardly ever happens and, if it does, then adults will soon sort it out. Those who do it will be 'told off severely'. Pupils have a good understanding of different forms of bullying, such as derogatory name-calling.

The quality of teaching is good

- Teachers create an excellent ethos for learning in their classrooms. They plan interesting learning activities that engage the interests of pupils. Teachers expect pupils to work hard and pupils live up to these high expectations.
- The quality of marking and feedback is excellent. Teachers not only mark pupils' work regularly and accurately and tell pupils how to improve but also follow this through. They make sure that pupils have responded by correcting and improving their work. This helps pupils to make good progress.
- Reading is taught exceptionally well so that achievement in reading is outstanding. Teachers give reading a high priority. They make sure pupils have lots of opportunities to develop their fluency and understanding.
- Teachers explain new work clearly and ask pupils questions to check their understanding before they start work. Sometimes, teachers miss opportunities to intervene during lessons when pupils are making mistakes or do not have the understanding they need, particularly in mathematics.
- Teachers assess pupils' work regularly and accurately. They use this information well to plan independent learning activities that are matched to the different ability groups within each class. This means that the most able are appropriately challenged and the least able are well supported. For example, in a mathematics lesson pupils were able to choose their own starting point for their independent working; they did so sensibly so that work was at a good level for their ability.
- However, the most able are not always moved on quickly enough in this way in all parts of the lesson. Sometimes, the work that is being discussed with the whole class for an extended period of time is too easy for the most able. As a result, the most able are occasionally taking part in work they can already do.
- Teaching assistants make a good contribution to pupil progress. They are usually responsible for teaching small groups under the direction of teachers and do this well so that their groups also make good progress.

The achievement of pupils is good

- Pupils make good progress because teachers have high expectations and create a hard-working culture in classrooms.
- Children start school in Reception with skills and abilities that are typical for their age. They make good progress so that the vast majority reach a good level of development in readiness for Year 1.
- Standards at the end of Year 2 and Year 6 have risen in reading and writing every year since the previous inspection so that they are now above average. Attainment in mathematics has also improved, but not

quite as rapidly as it has in English. The standards of work seen in pupils' mathematics books during the inspection show that mathematics is now catching up and attainment is above average.

- Achievement in reading is outstanding. Pupils in Key Stage 1 have an excellent knowledge of their letters and sounds (phonics). They use this knowledge, together with other strategies, to read to a very fluent level for their age. This is because pupils practise reading regularly at school and at home. For example, they always have at least three books in their home-school reading bag so that they can move on quickly and make rapid progress. Pupils are also taught to read well throughout Key Stage 2 so that more than two thirds of Year 6 pupils are reaching an above average level for their age.
- Achievement in writing has improved rapidly so that standards at the end of Year 6 were above average in 2014. Pupils also write well in Key Stage 1. For example, pupils in Year 1 have made rapid progress so that the standards of writing in their books are equivalent to those usually found at the end of Year 2. Pupils are able to write interesting accounts for a range of purposes and spell accurately. Their handwriting is beautifully presented, and they use punctuation and grammar well.
- Pupils have good opportunities to apply their literacy and mathematics skills in other subjects. For example, pupils frequently use measurement and graphs to express and analyse their findings in science investigations.
- Disabled pupils and those who have special educational needs make good progress. This is because leaders carefully track their progress and give extra support to help them keep up. One example of this is the daily reading list for pupils who are falling behind in reading. These pupils are given individual reading tuition every day until they catch up.
- The most-able pupils are making good progress. This is because teachers consistently set more challenging activities for these pupils during independent work time. Sometimes, however, the most able are kept with the rest of the class for too long and on these occasions the work has a tendency to be too easy for them.
- There are never more than two pupils in any year group eligible for the pupil premium. This means that it is not possible to make detailed comparisons between their achievement as a group and that of other pupils. That said, eligible pupils make similarly good progress to other pupils in the school and nationally.

The early years provision

is good

- Children make good progress from their starting points so that the vast majority achieve the skills and abilities they need to make a good start in Year 1 and a good proportion are well above expected levels.
- Children make exceptional progress in their personal and social development so that their behaviour is outstanding for their age. This is because they thrive in an atmosphere where they feel safe and respond extremely positively to the high expectations of adults. As a result, children are able to listen to adults and one another, share and take turns with very little fuss.
- The indoor and outdoor learning areas are vibrant and stimulating so that children are eager and enthusiastic and want to learn.
- Children make good progress in their early reading and writing skills. They have a rapidly expanding knowledge of letters and sounds. This is because adults provide continuous opportunities for them to learn to read and write in fun and innovative ways.
- The most-able pupils are challenged well so that they are exceeding the skills typically found in many areas of learning. For example, in a phonics session the teacher suggested these pupils might like to finish their work outside. She trusted them to sit together, take turns and complete the task. As a result, they were able to write complex spellings with an 'er' ending independently and then go on to writing simple sentences using these words.
- The early years leader has an excellent understanding of the needs of the children. This is because she tracks their progress carefully and organises learning activities to match their abilities. She leads by excellent example and the teaching assistant is an integral part of the teaching team. As a result, the quality of teaching in early years is consistently good.
- School leaders have created excellent links with local nursery providers and with parents. There are weekly transition afternoons during the summer term so that children can get used to school before they start in September. These afternoons are also attended by any parents who wish to and by the nursery staff. This makes sure that children are ready to get off to a flying start in Reception.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	121501
Local authority	North Yorkshire
Inspection number	462233

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	85
Appropriate authority	The governing body
Chair	Jean Abbey
Headteacher	Katie Booth
Date of previous school inspection	2 July 2013
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